THE ENGLISH TEACHER TECHNIQUES IN TEACHING READING COMPREHENSION AT SMKN 1 MAMASA

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ABSTRACT

This study aims to find out (1) the techniques applied by the English teachers in teaching reading comprehension, (2) whether or not the teaching technique is effectively applied in reading comprehension. This study applied a qualitative method. The participants in this research were 4 English teachers and students consisting of 4 classes for observation, and 10 students per class for interview in SMKN 1 Mamasa. Which was taken through purposive sampling technique. The data of this study were collected by observation, interview, and documentation. The obtained data were analyzed in four major phases namely data collection, data reduction, presentation of data and conclusion drawing. The result of this study revealed that, (1) there are four techniques that are applied by English teachers in teaching comprehension, namely read aloud technique (read aloud together / reading aloud one by one), read over and over, questions answering, and enrich vocabulary through translation and memorizing, (2) when teachers taught using those techniques students become enthusiastic about learning, active, participating, able to understand the contents of the reading, and able to answer the questions given by the teacher. The result also shows that the four teachers applied all the techniques effectively in teaching reading comprehension and based on students' response all of the techniques applied were more than 80% effective. Therefore, the result of this study indicated that the techniques used by the teachers in SMKN 1 Mamasa, such as Read aloud together/reading aloud one by one, read over and over, questions and answering and Enrich vocabulary throung transalation and memorizing, are effective to the students in learning reading comprehensive of English language.

Keywords: Reading comprehension, Teaching technique, Effectiveness

INTRODUCTION

Reading is one of the most important elements of a language. Reading subjects in the English Language is one of the subjects taught to students from elementary school tertiary level. Even though the students learned the English language for many years, they still cannot understand it well. According to research from Daud (2021), reading is a tool of communication in written language through the form of the text and it is the most efficient way to

gain information about many aspects of life, including science and technology. Daud defined reading as a tool of communication between the authors and the reader by written text. According to Megawati (2017), reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading comprehension is reading activities carried out by the author by tryingto understand exactly the author's intentions and goals from the text. In other words, the primary goal of reading is comprehension, and comprehension is the essence of reading. That makes reading skill very essential since it may give comprehensive information to the education field. Reading is also very important to student because reading is a required skill to understand articles, journals, magazines, newspaper and many more related to their lesson or even their daily lives especially in getting knowledge and information about anything they need. Furthermore, Gilakjani and Sabouri (2016) stated that reading comprehension is a significant skill that furthers the development of learners' various academic tasks. So, reading comprehension is a skill that students should have. Because it has an impact on learners' various academic tasks.

With that said, teaching reading is one of the tasks that English teachers must do in language learning process toimprove students' skills in English. Putri (2020), explained that the teacher also willbecome the source of learning difficulties if the teacher does not choose the right technique to teach the material. It means that the technique used by the teacher has a big influence on the success of students in reading. Therefore, the teachers need to choose the good techniques to teach, considering the level of vocabulary knowledge of the students and English as foreign language surely has its own challenge in reading for non English native speaker students.

As one of the favorite vocational school in its region, SMKN 1 Mamasa should have the best educational system including the teaching techniques applied by their teachers. The researchers are intereseted in finding out these techniques especially in English Reading comprehension. Therefore, this study tried to analyze the technique used by teachers in teaching Reading comprehension and the effectiveness of those technique in teaching Reading comprehension in SMKN 1 Mamasa.

METHOD

This study takes a qualitative approach and employs a descriptive research design. The researchers used descriptive methods to describe the English teacher techniques in teaching reading comprehension. The data was collected through interview and observation. The researcher applied Semi Structure of interviews to get more information the researcher conducted in-depth interviews and conceptual with the English teacher and students of SMKN 1 Mamasa about the teaching technique in reading comprehension. The interview for teachers consisted of 12 questions while for students, there are 10 questions and it was adapted from Nurhamidah (2012). As for the observation, the researchers used passive participant observation by using observation checklist which is adapted from Nurhamidah (2012). The researchers made

direct observations of the teaching techniques used by teachers of SMKN 1 Mamasa in teaching reading comprehension which is the object of this research. Participants of this research are 4 English teachers and students consisting of 4 classes for observation, and 10 students per class for interview in SMKN 1 Mamasa. The validity of the data the researcher used Source Triangulation and Method Triangulation. The techniques of data analysis, data analysis techniques which consist of data reduction, presentation of data, and drawing conclusions.

FINDINGS AND DISCUSSION

In teaching reading comprehension, there were some techniques used by teachers in SMKN 1 Mamasa, they were, (1) Read aloud technique (read aloud together technique (RATT) / Read aloud one by one technique (RAOBOT)), (2) Read over and over technique (ROVOT), (3) Question Answering technique (QAT), and (4) Enrich Vocabulary through translation and memorizing. The Reading Comprehension Techniques were obtained through observation and interview. The observation and interview were conducted on 18th – 28th May 2022 at SMKN 1 Mamasa. The subject of this research were 4 English teachers and students consisting of 4 classes for observation. Then, 4 English teachers and 10 students per class for the interview in SMKN 1 Mamasa. In the first step, the researchers interviewed an English teacher before class and found out techniques they used in teaching reading comprehension. Then the researchers were in the classroom when the class was running. During the lesson, the researchers were only observers and only took notes about all activities that occurred. It was done to investigate the effectiveness of teaching techniques that are used by an English teacher to teach reading comprehension. By doing so, the researcher could see the real condition in the classroom and observed the teacher delivering the material related to reading comprehension. After class, the researchers interviewed 10 students per class to know about the effectiveness of teaching techniques that are used by the student's responds. The techniques of teachers in teaching reading comprehension SMKN 1 Mamasa can be seen in the table below:

Table 1. The Techniques of Teachers in Teaching Reading Comprehension

No.	Techniques	Teacher			
		1	2	3	4
1.	Active Prior Knowledge	-	-	-	**-**
2.	Enrich Vocabulary	Yes	Yes	Yes	**Yes**
3.	RATT	Yes	-	-	**Yes**

4.	RAOBOT	-	Yes	-	-
5.	ROVOT	-	-	Yes	-
6.	Make Inferences	-	-	-	-
7.	**QAT**	**Yes**	**Yes**	**Yes**	**Yes**

How effective technique used in teaching reading comprehension can be seen from the table observation for the teachers (consist 4 teachers) and the table observation for the students (consist 4 classes of students) are belows:

Table 2. Observation for Teachers

ASSESSED ELEMENTS	RESEARCH CRITERIA	YES	NO	COMMENT
Material mastery	The teacher mastered the material taught	☑		
	Teachers can explain the material well	☑		
Class atmosphere	When teachers teach reading comprehension theatmosphere of the classroom is boring			
	When the teacher teaches reading comprehension the classroom atmosphere is tense			
	When the teacher teaches reading comprehension the atmosphere of the classroom is ordinary			
	When the teacher teaches reading comprehension the atmosphere of the class is fun	☑		
Motivation	When the teacher teaches reading comprehension students become the spirit of learning	☑		
	When teachers teach reading comprehension students become less eager to learn			
	When teachers teach reading comprehension students become lazy to learn			

Table3. Observation for Students

ASSESSED ELEMENTS	RESEARCH CRITERIA	YES	NO	COMMENT
Attention	Students pay attention to the material taught frombeginning to end	☑		
Activation	Students are active at the time of the trial	☑		
Participation	Students participate during the study	☑		

Understanding of reading text	Students can translate and understand the content of reading text well	☑
Assignment	**Students can answer questions from the reading text well**	☑

Teacher 1

The result of the observation above was alligned with the result of the interview by the researchers with the teacher at SMKN 1 Mamasa. Where the teacher applied some teaching techniques effectively. It can be seen from the result of the interview before that there were 3 techniques applied by teacher 1, such as: (1)Read aloud together technique (RATT), (2) Question answering technique (QAT), and (3) Enrich Vocabulary through Translation and Memorizing. The three techniques were applied in a structured way. Firstly, the teacher asked the students to read the text using RATT. Secondly, the teacher asked her students to discuss the topic they had been translating, then asked students to make a list of vocabulary when they found difficult words, the teacher asked them to find the meaning in the dictionary and then memorize it. This way helped the students enrich their vocabularies. Then, students read the text and translated it together. In the last, students answered the questions based on the text, that's QAT. Even though the atmosphere of the class was a little bit tense because the teacher was strict, the teacher mastered the material and she could explain the material well. It made her student motivated during the learning process. It could be proved from the result observation of students, where students paid attention to the material and were focused, and active (gave a question and gave answer), they participated in the class, also they could comprehend the reading text they have read. Here, the researcher got a new trick from the teacher because apparently, the teacher shared the reading text with her students a week before the day for her students to translate and study. As a result of this technique the student mastered the material even though they had been able to do the practical assignments given by the teacher well.

Teacher 2

The result of the observation before showed that this teacher applied some teaching techniques effectively. It can be seen from the result of the interview before there were techniques that applied by teacher 2, such as: (1) Read aloud one by one technique (RAOBOT), (2) Question answering technique (QAT), (3) Enrich Vocabulary through Translation and Memorizing. Firstly, the teacher asks her students to read the text using RAOBOT. After reading, the teacher asked the students to translate the text, then the student would get new vocabularies in English that would help students enrich their vocabulary. The last, teacher gave some questions to answer.

During the teaching-learning process the atmosphere of the class was fun because the teacher's friendly and humorous, it affectted students' motivation while studying. Besides that,

the teacher mastered the material and she could explain the material well. It can be proved from the result observation of students, where students paid attention to the material and were focused, active (they were scrambled to read), and participated (they were eager in reading and writing on the whiteboard). After reading the text, the teacher asked them to translate the text using a book dictionary. Therefore they could do the practical assignments given by the teacher well. When they were given the questions/assignments for them to answer, they were immediately silent. They were serious about doing the given task, and competing in finishing the task for a plus point by given by the teacher.

Teacher 3

The result of the observation above showed that teacher 3 applied: (1) Read over and over technique (ROVOT), (2) Question answering technique (QAT), (3) Enrich Vocabulary through Translation and Memorizing. teacher above, the researcher saw that the teacher mastered the material taught and he explained the material well. During the teaching-learning process, the atmosphere of the class was fun. After explaining the material, the teacher told his students to stand up and read in turn. On the other hand, the teacher still supervised the students while they were reading. If the student mispronounced a word, the teacher would correct their mistakes and then taught them how to read correctly. After that, the teacher would confirm whether the student understands or not, if not, the teacher would tell them to reread the text. That affected students' motivation in learning. The students were active and participating during the learning process.

After reading the text, the teacher asked them to translate the text using a book dictionary or Google translate by student's mobile phone. Therefore, they were able to do the practical assignments given by the teacher well because they comprehend the text. From observation for the teacher above, the researcher saw that the teacher mastered the material taught and he explained the material well. During the teaching-learning process, the atmosphere of the class is fun. After explaining the material, the teacher told his students to stand up and read in turn. On the other hand, the teacher still supervised the students while they were reading. If the student mispronounces a word, the teacher would correct his mistakes and then taught them how to read correctly. After that, the teacher would confirm whether the student understands or not, if not, the teacher would tell them to reread the text. That affected students' motivation in learning. The students were active and participating during the learning process.

After reading the text, the teacher asked them to translate the text using a book dictionary or Google translate by student's mobile phone. Therefore, they were able to do the practical assignments given by the teacher well because they comprehend the text.

Teacher 4

The result of the observation above showed that teacher 4 applied the same teaching techniques as teacher 2 and teacher 3, they were: (1) Read aloud together technique (RATT), (2) Question answering technique (QAT), (3) Enrich Vocabulary through Translation and Memorizing.

By table observation of the teacher above, it can be seen that the teacher mastered the material taught and he can explain the material well. In the teaching-learning process, the atmosphere of the class was fun because the teacher explained in full English, making students became enthusiastic and inspired even if they did not understand what the teacher meant. It affected students' motivation in learning English. The students tried to understand what the teacher was saying by occasionally opening their dictionaries. One thing that surprised the researcher was students were able to do the practical assignments given by the teacher well because they are required to bring an English dictionary book. So they translated the text with the dictionary. Also it can enrich students' vocabularies with this.

RATT / RAOBOT

Read aloud together is a teaching technique used by the teacher in teaching reading comprehension, giving activities for their students to read a text together loudly, to get information from the text. In addition, reading aloud together also trains students to pronounce words in English. This is supported by Lutfiah (2019), Reading aloud together is an activity that is a tool for teachers, students, or readers together with other people or listeners to capture and understand the information, thoughts, and feelings of an author. Furthermore, the findings of this study showed the teacher used reading aloud together in teaching reading comprehension and the researchers also found read aloud one by one technique used by the other teacher. Thus, there were 2 ways to read aloud that will be discussed in this section. Firstly, read aloud together, teacher 1 explained that when students read aloud together it will be recorded automatically in their brains, and was new knowledge for them. Then according to teacher 4 that by this technique students will easily comprehend the text and pronounce vocabulary in English. This is supported by Permana (2015), who stated that when students use the technique for expressive oral reading, their comprehension of what they are reading dramatically increases.

Second, while the read-aloud one-by-one technique includes read aloud technique but this technique was applied through asking students to read aloud one at a time in front of the class, teacher 2 used this technique instead because she believed that when students read by themselves, they are better able to focus, which makes it easier for them to understand the text. In addition, the teacher can assess the student's proficiency with word pronunciation. Teacher 2 noted that she can teach her students to read and encourage them to be confidence to speak in front of the class. It can be proved by Ninsuwan (2015), who found that by using this technique, Students who had a

limited command of the language rapidly improved their comprehension through word pronunciation, reading novel phrases, and enhanced reading comfort. Also, Permana (2015) stated that Students will gain more self-confidence as readers when they read with expressive abilities.

The effectiveness of these techniques based on students response showed that 27 out of 30 students or 90% of the students responded that they gained Reading comprehension after been applied these techniques, in other means it is effective.

ROVOT

Read over and over is a technique in teaching reading comprehension to apply by the teacher to help students make clear the point of the text they have read before. Also helps the student to learn to speak a word that is new to them, or even allows students to correct their mistakes in speaking words they previously said through reading. This is supported by Permana (2015), Re-reading strategy gives students a chance to re-visited and re-thought particular information. The findings of this study showed that teacher 3 also applied this technique in teaching reading comprehension based on observation and interviews with students. According to teacher 3 reading over and over is important to apply because the student can reread the text they don't yet understand. According to Swaffar (2010) re-reading is the most effective type of reading, especially of foreign language texts, because it gives students a chance to re-think the passages and see features they have not noticed. Teacher 3 added that when reading English texts, always mispronounce them, that's why the teacher always tells them to repeat the word according to what the teacher taught.

The effectiveness of the foregoing techniques, based on students response, showed that 8 of 10 students comprehend reading text after having learned reading comprehension from Teacher 3 through ROVOT. This indicates that this technique was 80% effective. As demonstrated in previous Repeated reading studies by Therrien (2007), according to finding of this research repeated reading effectively enhances students' reading fluency. Overall, results from this analysis indicate that reading words in context increased reading speed and word recognition more than reading words out of context. With lots of practice, pupils may transfer specific cognitive functions, such as word decoding, and word pattern recognition, into long-term working memory, which will enhance reading comprehension.

QAT

Question answering is an activity to answer the question after reading the text. Where the question was available at the bottom of the page or on the next page which is certainly after the part of reading the text. Usually question like multiple choice, essay, matching words, etc. This technique is familiarly used by English teachers to test whether their students understand or not. This is supported by Wiloff and Thelen (2000) who state that In the United States, we evaluate the

reading ability of children by giving them reading comprehension tests. These tests typically consist of a short story followed by questions. It means that they were giving a test after reading a short story to measure students' skill in reading comprehension by question answer technique. The finding of this research is the four teachers applied this technique. According to them, this technique is always used in teaching reading comprehension because the reading text is always followed by questions automatically. The other teacher added that by using question answering, the teachers can direct the learner to try their best to understand the content of the reading totally so that when answering questions, students will get the correct answers.

The effectiveness of the foregoing techniques revealed that, of the 40 students, 36 students comprehend reading text after having learned reading comprehension from the four teachers. This indicates that this technique was 90% effective.

Enrich Vocabulary Through Translation and Memorizing

Enriching vocabulary is one of the ways to master the English language. Furthermore, findings of this research the researcher found that the four teachers helped students to enrich vocabulary through translation and memorizing in teaching reading comprehension. First, based on the observation the researcher found that the four English teachers ask their students to translate the reading text, from this activity the students get the new meaning of some new vocabulary, which can be helped the students to comprehend the contents of the text. It means that after the translation activity, besides getting the new meaning of some vocabulary also the student finally understands the topic of the text. One of the teachers said that he considers his responsibility as an English teacher to help his student to enrich the student's vocabulary. Then the other teacher considered that vocabulary is the key to mastering English. Therefore, he always gives memorization tasks to students with 10/15 vocabulary every week. Whether it's vocabulary from reading comprehension text or making a rote list which he thinks is the language they often speak every day so that they can immediately practice it. This is supported by Alam (2018), who found that students foster note-taking and memorization to enrich their vocabulary. According to him, a list of selective words from the teachers or coaching center is also believed to be the proper way in learning vocabulary for the learners. But in contrast to the results of his research which stated that vocabulary is not explicitly taught in many second-language classes, So, Learners are to memorize the vocabulary on their own without proper guidance because teachers are not interested in teaching the vocabulary in the class.

The effectiveness of this techniques showed that 33 of 40 students felt their vocabulary improved after taught with this technique. It means that 82% of students have admitted that all teachers above helped them in enhancing their vocabulary in English, in other words effective.

CONCLUSION

The Conclusion drawn was the techniques applied by the English teachers in SMKN 1 Mamasa in teaching reading comprehension, were: Read aloud together technique (RATT) / Read aloud one by one technique (RAOBOT), Read over and over technique (ROVOT), Question Answering Technique (QAT), and Enrich Vocabulary through translation and memorizing). 2). The teachers used all the techniques in a combination and structured way. first, the teacher asks students to read the text and study it, then to translate the text , to memorize, to answer the questions given by the teacher and then adjusted to supportive classroom conditions, where students become enthusiastic about learning, active, participating, able to understand the contents of the reading, and able to answer the questions given by the teacher. After conducting the research, based on the response of the students about the techniques applied in Reading comprehension during English language learning, it shows that all of the techniques applied such RATT/RAOBOT, ROVOT, QAT and Enrich Vocabulary through translation and memorizing is effective, specifically RATT/ROBOT is 90% effective, ROVOT is 80% effective, QAT is 90% effective and Enrich Vocabulary through translation and memorizing is 82% effective, in other words, overall the techniques applied by the teacher in teaching reading comprehension is up to 80% effective. In conclusion, based on the result of this study, the techniques in teaching reading comprehension in English language applied by teachers in SMKN 1 Mamasa were Read aloud together technique (RATT) / Read aloud one by one technique (RAOBOT), Read over and over technique (ROVOT), Question Answering Technique (QAT), and Enrich Vocabulary through translation and memorizing), and the result of data analysis indicated these techniques were effective in teaching students for reading comprehension in English Language Learning.

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